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NDEA OVERSEAS INSTITUTE FOR ELEMENTARY AND SECONDARY SCHOOL TEACHERS OF RUSSIAN (INDIANA UNIVERSITY, JUNE 20 TO AUGUST 28, 1966). FINAL TECHNICAL REPORT.

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THIRTY TEACHERS OF RUSSIAN FROM THE UNITED STATES PARTICIPATED IN THE 1966 NDEA (NATIONAL DEFENSE EDUCATION ACT) INSTITUTE SPONSORED BY INDIANA UNIVERSITY IN THE SOVIET UNION. THE PROGRAM OF 5 WEEKS OF INTENSIVE STUDY ON CAMPUS FOLLOWED BY 5 WEEKS OF TRAVEL IN THE SOVIET UNION OFFERED PARTICIPANTS A UNIQUE OPPORTUNITY TO IMPROVE THEIR LANGUAGE PROFICIENCY AND GAIN INSIGHTS INTO THE FOREIGN CULTURE. THROUGHOUT THE 10-WEEK PROGRAM THE PARTICIPANTS WERE UNDER PLEDGE TO SPEAK ONLY RUSSIAN. THE TOUR PHASE ENDED IN HELSINKI, WHERE THE TEACHERS TOOK PART IN A TESTING PROGRAM. THEY SHOWED AN INCREASED PROFICIENCY IN ALL LANGUAGE SKILLS, ALTHOUGH READING AND WRITING WERE NOT STRESSED IN THE INSTITUTE. FOR MOST PARTICIPANTS, HOWEVER, A MORE SIGNIFICANT FACTOR WAS THE CONTACT WITH SOVIET CULTURE AND THE RUSSIAN PEOPLE, AND A BYPRODUCT WAS AN INCREASED APPRECIATION FOR THE AMERICAN WAY OF LIFE. APPENDIXES GIVE THE LIST OF PARTICIPANTS AND THE INSTRUCTIONS SENT TO PARTICIPANTS IN PREPARATION FOR TRAVEL IN THE SOVIET UNION. (AUTHOR)

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FINAL TECHNICAL REPORT
ON THE INSTITUTE FOR Elementary and Secondary-School Teachers of Russian (Overseas) CODE 1-3

AT: Indiana University

DATES: June 20 to August 28, 1966

SUBMITTED BY: Robert L. Baker
Robert L. Baker, Director

FL000 332

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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NDEA Overseas Russian Language Institute 1966
Indiana University

I. Introduction

The recently concluded NDEA Overseas Russian Language Institute conducted by Indiana University was the sixth in a series of such institutes, providing high school teachers of Russian with opportunities which previously had not existed. All will agree that it is important for a language teacher to have an opportunity to immerse himself in the culture of the language he teaches and to study that language in its native habitat. In the case of the more commonly taught languages this is fairly easy to attain and depends mainly on an ability to accumulate enough money to get oneself to the foreign scene. But in the case of Russian teachers the costs were so great as to put such a trip out of the reach of most school teachers, and the nature of the Soviet society made informal arrangements for travel and study impossible.

The NDEA Institute has made it possible for such teachers to spend five weeks in the Soviet Union studying the language and becoming intimately acquainted with the culture of the Russian people following an intensive five-week preparatory session on the Bloomington campus of Indiana University. As important as this opportunity has been, the only possible arrangements we could make with the Soviet agencies involved were far from ideal. What resulted was a study tour which was more touring than it was study. We could be accepted only as tourists and as such were required to move around constantly from city to city, visiting from five to nine cities during a five-week period. We insisted on conducting a daily Russian language lesson even under these circumstances, but most of the participants felt that it would have been much more meaningful to spend a longer period anchored in one city, allowing for more effective language lessons and more effective use of free time available. For the first time within the last year this sort of thing has become possible, with Moscow University willing to organize Russian programs for western groups somewhat along the lines of the seminars they have offered for years as part of the cultural exchange program. We did not want to move over to this type of program until it had been tried out, since we were afraid that the Soviet Union was so overextending its teacher resources in these special summer programs as to make it almost certain that many teachers of poor qualifications would of necessity be called into action. We also feared that control of the teaching program would be too much in the hands of the Soviet organizers and not enough in the hands of the American pedagogs in charge of the groups. This past summer saw at least three universities send groups to Moscow University for this type of program, and on the basis of some fairly positive comments received we are seriously considering the possibility of trying to arrange something of this sort for the Institute in 1967. This would mean spending about four of the five weeks of the Soviet Union phase of the program in a true study program, with only one week for touring to one or two other cities.

While the Institute in the past has provided an important and otherwise unavailable opportunity to Russian teachers, and has, we feel, done an excellent job given the conditions under which we had to operate, this new type of program might well make the program much more effective than it has been in the past and represent the opening of a new and even more exciting phase of Russian overseas teacher training programs.

II. Special Report

We feel that the NDEA Overseas Russian Language Institute has again offered a unique opportunity to teachers of Russian to improve their command of the Russian language and to become intimately acquainted with Soviet culture and the Russian people through study at Indiana University and study and travel in the Soviet Union. In this way the Institute has rendered a valuable service to the language teaching profession and to the school systems of the county. Significant elements in the on-campus phase of the program are the attempt at total immersion in the language through a highly intensive program with participants working in groups of only ten to twelve persons with a native Russian teacher, through a Russian Language House and through a Russian-only pledge maintained throughout the ten-week program.

Whatever have been the benefits of the study-tour portion of the program, and we are convinced that they are very great, conditions beyond our control have always made of this more tour than study. As suggested in part I of this report, we are hopeful that new developments will put more real study into this phase of the program.

The program of the Institute in its present form is the result of a process of evolution and refinement which has been going on for six years in the second-level institutes (and for eight years in Indiana University's study tour program). As such it has proved to be an effective program and has been, we feel, very successful in accomplishing its purposes of providing opportunities for increased language proficiency and for personal acquaintance with the Russian people and their culture. There are still improvements which can be made even in those areas in which we are not tied to the policies and restrictions of agencies of the Soviet government. Not all of the changes which we had hoped to effect were made this year, largely because a new director, appointed only in the middle of December, did not have sufficient time to do the necessary spadework and oversee the production of necessary new materials to put all of these changes into effect. Areas for future attention are a slight reduction in the extreme intensiveness of the on-campus phase of the program and a greater separation between the programs of the Institute and of the Slavic Workshop (although there are some areas in which the closeness of these programs cannot and should not be altered).

III. Evaluation

This year, as in previous years, we have enjoyed excellent relations with the Office of Education. The Language Institute Section was at all times helpful and efficient and is to be particularly commended in view of their great load and the schedule under which they had to operate. We wish we could have been at all times as prompt in submitting information which was needed from us. Undoubtedly the fact that this was the sixth year of operation of this institute contributed greatly to a smooth operation.

Our relations with the administration of Indiana University have always been excellent. The administration has backed us at all times and the business officers have fulfilled their functions so smoothly that they have been almost unnoticeable except when we needed to turn to them for help. The fact that the University is accustomed to dealing with government agencies on this and similar programs added much to the smoothness of the operation.

The main pre-institute problem is in connection with publicity. It is of course, not difficult to get publicity into the hands of persons who have completed a first-level (domestic) NDEA Russian institute, since their number is quite small and lists can be obtained from the directors of first-level institutes. Now that eligibility to overseas institutes has been broadened, publicizing the institute to non-institute alumni poses something of a problem. On the basis of my experience in operating six academic-year institutes, I know that it would be terribly difficult and expensive to try to blanket the country with brochures and that the number of applications resulting from this would not justify the outlay in cost and time. The fact that a number of applications were received from persons who had not completed a previous institute leads me to believe that it will be best to rely upon the publicity of the Office of Education and of the American Association of Teachers of Slavic and East European Languages and not to attempt special publicity for this institute except to the limited number of persons who are alumni of a first-level institute.

Selection of participants in an overseas institute is, of course, made much simpler than that for a first-level institute since the committee has available test scores and evaluations from first-level institutes on most of the applicants. This year we were successful, in general, in choosing an excellent group. One participant seems to have "come along for the ride", which is at variance with her conscientious efforts in the academic-year first-level institute.

We held very firmly to our published criteria for selection. One person was asked to leave the institute after the first few days of the program when it turned out that she did not have a position in which she would be using Russian. (This was after numerous attempts on our part to get from her the

name and address of her principal so that we could verify her position and teaching assignment. We felt that she had not been entirely honest or cooperative in the matter and felt that the rule concerning a job teaching Russian could not be waived in her case.

The reduced size of the Institute (30 as compared with 60 the previous year) seems about right unless there should be an increase in the number of domestic Russian institutes.

In an overseas institute proper orientation of the participants is perhaps even more important than in a domestic institute, particularly in the case of a group which is destined to travel to the Soviet Union, where a thoughtless action or word can effect not only the individual participant, but also the whole group and even the future of cultural exchange programs with that nation. Our orientation of the prospective participants began with information which accompanied the application materials, warning the applicant of the nature of the program and the demands which it would make upon him as an individual. Successful applicants then received further orientation memoranda before arrival on the Indiana University campus. On campus four special orientation sessions were devoted to discussions of the many problems involved in such a trip. It still seems difficult, however, to convince some participants of just how intensive the on-campus phase of the program will be and how exhausting the Soviet Union tour phase of the program will be.

The physical facilities available to the Institute this summer were superior to those formerly available as far as the Language House was concerned. The size and arrangement of space in the dormitory building offered the Slavic Workshop for the Russian House made it possible to effect greater isolation than had been the case in recent years, which is an important factor is making our Russian-only rule work effectively. The lack of air conditioning in most parts of the classroom building and in the dormitory, however, put an added burden on the patience and stamina of the participants, already burdened by a very heavy study load. When an unrelieved hot spell had lasted for two weeks it became necessary to cancel all classes for a day and a half to keep morale from disintegrating completely.

The entire Soviet Union phase of the program may be seen as one big field trip, allowing the participants to use the country as a living language laboratory. While we have not yet received the test scores from this summer's post-testing administration of the MLA tests and cannot, therefore, judge objectively the progress made by this group, we know from past experience that the gain made during the program in listening comprehension and speaking can be at times startling, and that even the reading and writing skills can be expected to improve, even though the program is not particularly designed to aid increased proficiency in these latter areas. Even more

important than increased language proficiency, however, is the opportunity for the participants to become acquainted with the Soviet culture and the Soviet people "on the scene." No number of words or even of pictures is really adequate to give a person the feel of life in the Soviet society. The things which make life in the Soviet Union different from life in the United States are things which have to be seen and felt in person and the understanding of the cultural differences which results should be part of the professional equipment of every Russian teacher. Almost invariably a by-product of the experience is an increased appreciation of the American way of life and the American ideas.

During the on-campus phase of the program the use of the language laboratory was limited to specially designed drills covering difficult points of Russian phonetics and intonation; used in conjunction with a limited number of explanatory lectures and followed by work on the same problems in small groups with a native Russian phonetician, these drills seem to be very effective.

Communication of the director with the participants was felt by the director to be a weak point, although it was probably no worse than in previous years and could not have been much increased in view of the fact that the director was also director of the Slavic Workshop, which contained over 300 participants in addition to the NDEA Institute. Certain logistical considerations, particularly concerning the planning of the trip to the Soviet Union, make it advisable to have one person in charge of the total program, but the director himself, accustomed to directing an academic-year institute with 20-30 participants, missed very much the opportunity to become well acquainted with each participant individually. We were very fortunate in having as assistant director Miss Lorraine A. Strasheim, herself a high-school teacher and a former institute participant. Miss Strasheim did a superlative job of performing the necessary functions of communication and counseling which are so important in a well-run institute. Through her daily contacts with the participants she was able to keep her finger on the pulse of the group and alert the director to potential or actual problems. She went beyond the call of duty in giving freely of her time and much of the success of the program as concerns group morale must be ascribed to her efforts.

The only part-time staff in the Institute were informants used at the mid-morning coffee break, at meal time as conversation directors and in connection with folk singing and dancing sessions. All other staff members were employed full-time in the teaching program of the Institute.

About two-thirds of the teaching staff were from the regular Indiana University community. Of the remaining staff members most had had previous experience teaching in some phase of Indiana University's Summer Slavic Workshop or in previous institutes. We were unusually fortunate this

summer in that almost all of the new staff members proved able to work smoothly and effectively within our program. This is due to a considerable extent to the pre-institute training session required of all teachers, both old and new. Without the orientation sessions on materials and methods, and without the chance for the exchange of opinions and experience which this orientation period provides it would be impossible to run such a complex intensive program effectively.

Additional special lectures in Russian, this year presented entirely by staff members involved in other parts of the Slavic Workshop program, helped to contribute to the effectiveness of the program. Eugene Klimoff, a noted artist and art and Russian culture historian, gave four lectures illustrated by colored slides. A view of what is happening in the avant-garde Russian theater was provided by Tatiana Sklanczenko's lecture on the presentation of Andrey Voznesensky's "Antiworlds" on the Moscow stage, a performance which she had viewed when in Moscow in the fall of 1965 as an instructor attached to Indiana University's Winter Program in the Soviet Union.

An important part in the extra-curricular program of the Institute was the series of full-length Russian feature films, with each film being shown twice in order to help the participants to increase their listening comprehension in Russian.

It is difficult to decide which of the two aspects of the Institute remains most significant for the participants: the purely linguistic or the cultural aspect. Indeed it is perhaps false to try to generalize for all participants. In the case of participants who have had no opportunity to make the "breakthrough" to real fluency, to untie their tongues and start talking the language, the increase in language proficiency obtained through the Institute is sometimes startling and may perhaps be considered the most signficant thing which happened. For most however, we suspect, the more significant element is probably the contact with the Soviet culture and the Russian people. Fluency may fade with lack of opportunity to use the language in the home community, but the cultural insights gained should stay with the individual and enhance his authority in his school and community (and perhaps of equal importance in his own eyes) and give him a basis for evaluating and understanding future events connected with the Soviet Union.

Since this is basically a second-level institute, our aim is mainly to improve language proficiency and give insight into the foreign culture and not to influence teaching methodology (which we take to be the job of a first-level institute or of the equivalent courses in university courses taken by the participants). But the increased language proficiency gained by the participants is a very important factor in giving them the encouragement to conduct as much of their classes as possible in the foreign language and to stress the oral language more than they have in the past. We also know from experience that the great emphasis which we put on phonetics, particularly

intonation (practically unique in Russian teaching in this country) has influenced a great many participants to pay more attention to proper articulation and intonation from the very beginning among their own students.

Follow-up of an immediate sort was provided in the form of an evaluation of the entire program completed by all participants in Helsinki immediately upon leaving the Soviet Union. It is our custom also to send out a later request for comments and suggestions after about three months have passed, when the teacher is back in the classroom and has had a chance to recover from the fatigue and sometimes negative general impressions which characterize the immediate end of the tour program. We have found both of these forms of participant evaluation to be the source of much valuable constructive criticism. The program in its present form already reflects many of these comments and suggestions made by past participants.

We feel that the major strenghts of the Institute are the opportunity provided the participant to make great increase in language proficiency in a relatively short period and the opportunity provided to become personally acquainted with the Soviet culture and the Russian people. In addition many of the participants come into contact for the first time with a Russian teaching program which is really demanding academically and which has grading standards comparable with those used in other university disciplines. It comes as a shock to many of them to find that an imposing record accumulated previously is worth little in either quality or quantity of work represented.

While this is a matter on which there is not complete unanimity, many feel that the intensiveness of the program is so extreme as to become a weakness rather than a strength. Participants often finish the on-campus phase of the program in an exhausted state, a poor condition for one traveling to the Soviet Union. While the majority of the participants who are really serious about making the most of the opportunities presented seem to appreciate the intensiveness of the program, at least after a suitable period for rest and reflection, it is probable that consideration should be given in future institutes to reduce <u>slightly</u> the extreme intensiveness through tightening-up of scheduling and further refinement of drill materials.

Another matter which the staff of the current Institute feels represents a weakness is the incomplete separateness of the Institute group within the larger confines of the Summer Slavic Workshop. It may be impossible to create a completely separate group for the Institute within the Russian House, and it might not be desirable. Also it would be impossible to divorce the Institute's tour program from that of the Slavic Workshop's Russian Study Tour since the very size of the latter and its ability to fill a chartered jet aircraft is precisely what makes possible the reasonable costs of the program.

It is in the matter of individuality of the on-campus program that dissatisfaction is felt by some staff members. This is a matter which has seen various solutions over the years, varying on the one extreme from a completely separate program for the Institute participants to the extreme of using not only the same program for the Institute as for the Slavic Workshop, but also putting Institute participants in the same drill sections with non-Institute participants on the basis of comparable language achievement levels. While the latter system has definite advantages in that it allows for greater flexibility to meet individual needs - it would be difficult or impossible in an institute of 30 participants to provide for as many as 12 or 15 different levels of achievement by placement in different drill sections as is possible in a total tour program of 120-150 participants. The present director, however, feels that the high-school teacher groups have special needs and special problems which can best be met by an almost completely separate program. The intention was to conduct such a program this year, but the fact that the director took over the position and also the position of director of the Summer Slavic Workshop only in the middle of December simply did not allow enough time to put into effect the number of changes and prepare the mass of new materials which would have been needed to put both of these programs on the level which he had hoped for. The Institute program, as a result, was somewhere between the two extremes described above. I feel that we did a good job, but we can do better in the future.

A feature included in this year's program which had not been included since 1962, was a special set of lectures and work sessions devoted to methods and materials preparation exercises. It was assumed that all participants had completed a methods course and were well acquainted with the basic premises of the audio-lingual approach to language teaching. This sort of thing is admittedly difficult to do in a second-level institute, trying to keep it serious enough to be useful without taking away too seriously from the time needed by the participants for the more important portion of the program aimed at increased language proficiency. The director feels that this difficult task was handled admirably by Miss Strasheim and recommends its inclusion in future programs. Miss Strasheim is not certain herself that there is a place for this sort of thing in such an institute. But almost to a person the participants were enthusiastic about this portion of the Institute, remarking that their previous methods courses had remained just theory and that this was the first time that much of the theory was brought down to a really practical level.

In general outline and in most of the details the Institute in its present form, the result of six years of evolution and refinement, seems to represent a successful formula. The following items seem to need no basic modification for future needs: Objectives, number of grade levels included, beginning date and number of weeks, number of participants, code, emphasis on substantive content vs. teaching skills, ratio of staff to participants,

and budget. Comments above cover the matter of our concern about the distribution of time between scheduled class time and free time (including time for class preparation).

Since the main aim of the NDEA Overseas Russian Language Institute is increased language proficiency and increased understanding of the Soviet culture and the Russian people, both matters well established as the bases of the Russian Study Tour program of the Summer Slavic Workshop before the first NDEA Second-Level Russian Institute in 1961, we do not foresee any particular impact of the summer institute on the regular academic-year program of Indiana University. This is not to say that there has been no impact of the National Defense Education Act and its institutes on the program of the Department of Slavic Languages and Literatures, since the Academic-Year NDEA Russian Language Institutes conducted annually between 1959 and 1966 have had a tremendous influence on the undergraduate language teaching program, the secondary-school teacher training program, and the college teaching training program of the Department.

STATISTICAL REPORT
NDEA INSTITUTES (TITLES XI, V(B), P.L. 85-864)

1. Approximate number of inquiries..... 320
2. Number of applications (sets sent)..... 202
3. Number of completed applications returned..... 72
4. Number of first rank applicants..... 53
5. How many applicants were offered admission and declined? 2
6. How many applicants were offered admission and accepted? 30

The statistical report has not yet been received from Measurement Research Center in Iowa City.

IV. Roster of Participants

Name of participant Home address	Pre-institute school address Post-institute school address (if different from pre-institute school address)
Aslanian, John G. 121 Benjamin Street Cranford, New Jersey 07016	West Side High School S. Orange Avenue Newark, New Jersey
Barley, Jane C. RD 1 Box 16 Accord, New York 12404	Arlington Jr. and Sr. High Schools Arlington Central Sch. Dist. No. 1 Poughkeepsie, New York 12603
Dohlin, Einar 9000 Indian Boundary Gary, Indiana 46403	Lew Wallace High School 415 W. 45 Street Gary, Indiana
Carter, Richard Z. P. O. Box 614 Redmond, Oregon	School District 549C 500 Monroe Street Medford, Oregon
Coleman, Margaret J. Box 82 Mt. Hermon School Mt. Hermon, Massachusetts	Northfield School for Girls East Northfield, Massachusetts 01354
Daniels, Martha A. 1703 7th Street Rockford, Illinois 61108	Guilford High School 6120 Spring Creek Road Rockford, Illinois 61111
Doyle, Martin W. 2520 E. 19 Street Brooklyn, New York 11235	Nazareth High School Avenue D and 57th Street Brooklyn, New York
Egelsky, Harold C. 779 Caldwell Avenue New Kensington, Pennsylvania	Kiski Area Senior High School Road 3 Leechburg, Pennsylvania
Fedorchik, Sophie Route 1 Mitchell, Nebraska	Klemme Community School Klemme, Iowa 50449 Des Moines Public Schools 1800 Grand Avenue Des Moines, Iowa 50307

French, Cecil W. 1830 E. Romneya Apt. A Anaheim, California 92805	Brookhurst Junior High School 601 N. Brookhurst Street Anaheim, California
Gostovich, Rosanne 205 Union Street, NE Salem, Oregon 97301	Newport High School 4333 128th, SE Bellevue, Washington 98004
Grasham, Mary L. 4218 Cottage Circle Las Vegas, Nevada	Ed. W. Clark High School Arville and Penwood Las Vegas, Nevada
Haverson, Wayne W. 523 1/2 W. Commonwealth Fullerton, California	La Habra High School 801 W. Rose La Habra, California
Hedlesky, Michael Casanova, Virginia	George C. Marshall High School 7731 Leesburg Pike Falls Church, Virginia
Kohut, Peter 1 Fairview Drive Danbury, Connecticut	Newtown High School 11 Queen Street Newtown, Connecticut
Lenz, Marilyn M. 301 West Turney Avenue Phoenix, Arizona 85013	Paradise Valley High School 3950 E. Bell Road Phoenix, Arizona
Mechem, Willard H. II 27158 Cook Road Olmsted Falls, Ohio	Valley Forge High School 9999 Independence Blvd. Parma Heights, Ohio
Morse, George H. 1250 Great Plain Avenue Needham, Massachusetts 02192	Needham Senior High School 609 Webster Street Needham Heights, Massachusetts 02194
Nowlin, Elizabeth L. 205 Bedford Street, SE Minneapolis, Minnesota	Quincy Senior High School 30th and Maine Quincy, Illinois John Marshall Senior High School 1510 14th Street, NW Rochester, Minnesota 55901
Peterson, Ingle C. 1351 Bryant Road Long Beach, California 90815	Robert A. Millikan High School 2800 Snowden Avenue Long Beach, California 90815

Phillips, Harold L. Jr. 4327 Devereaux Road Columbia, South Carolina 29205	Dreher High School 701 Adger Road Columbia, South Carolina 29205
Ray, Glenn H. 2507 Lake Place Minneapolis, Minnesota 55405	Edison Senior High School 22nd and Monroe, NE Minneapolis, Minnesota
Schmidt, Roddell M. 1122 N. Lawrence Tacoma, Washington	Othello High School Othello, Washington 99344 Hayward Unified School District 1099 E Street Hayward, California
Serzan, Albert C. 24 Sobieski St. Askam Wilkes-Barre, Pennsylvania 18706	Bremen High School Crawford Avenue Midlothian, Illinois
Sirianni, George A. 3035 NW 82 Street Miami, Florida 33147	Hialeah Senior High School 251 E. 47th Street Hialeah, Florida 33012
Slovik, Michael 72265 Sunnyslope Drive Twentynine Palms, California 92277	Twentynine Palms High School 6051 Datura Twentynine Palms, California 92277
Stromgren, Mitchell T. Forest Park Westfield, New York	Shaker Junior High School Latham, New York
Westall, Charles L. 1403 N. Allen Street Robinson, Illinois 62454	Community Unit District 2 Robinson, Illinois 62454
Wolin, Steven A. 1850 Grand Avenue Baldwin, New York	Acton-Boxborough Regional High Sch. West Acton, Massachusetts

SLAVIC WORKSHOP
Ballantine Hall 502
Indiana University
Bloomington, Indiana
47401

TO: All participants in the Russian Language Study Tours and the Overseas NDEA Russian Language Institute, Summer 1966

You have been selected to join us for ten weeks this summer in an educational venture of considerable importance. Even if you have previously traveled abroad, this summer will probably be unlike anything you have ever experienced before. Based on the accumulated experiences of several hundred former participants in the eight year history of this program, we are willing to risk a prognosis of some of the things that will happen to you about which you should be forewarned. Your five weeks of preparatory work at Indiana University will be strenuous, and your five weeks in the Soviet Union will be even more strenuous. You will probably find yourself physically exhausted at the end of each day in the Soviet Union from the sheer impact of new impressions, new experiences, and the demands upon your patience, tact and tolerance that your stay in the Soviet Union will impose on you as an American. By the end of your Soviet visit you will feel so isolated from the outside world that you will be almost literally hungry for the news that is not considered fit to print in Pravda. At the same time, in the very midst of your isolation from the outside world, you will long for a little more isolation from your fellow man--because one of the things that we Americans, for all our own cult of togetherness, find most uncomfortable in the Soviet Union is the overpowering, all-penetrating Soviet form of togetherness that the Russians call collectivism. Once you have left the Soviet Union, readjusted to the atmospheric pressure of the non-Soviet world, and caught up on your sleep, you will probably look back on your visit as one of the most thoroughly stimulating experiences of your lifetime.

Each year the participants in our Russian Language Study Tours have come back urging us to be even more rigorous in our selections, particularly with respect to the qualities of personality, integrity, and character. (Naturally, none of them has ever thought we made a mistake in his own case!) It is probably self-evident, but still it cannot be emphasized too strongly that the American traveling in the Soviet Union does not represent himself alone. You in particular, who are going there with a knowledge of Russian, will probably influence more people's attitudes by what you do and say in one month than you will ever influence in any other month throughout your life. Needless to say, your selection for this program is in itself an act of faith in you, and in your ability to serve as a worthy representative of your university and the United States.

Paradoxically, as former participants have pointed out, you will be most effective as a representative of America if you simply go about your business of improving your Russian. This, after all, is the primary and overriding purpose of your trip.

Regardless of the political tensions between our two countries, it is essential that every participant in this Study Tour underst and and observe certain fundamental standards of conduct imposed b. the nature of the tour itself and by our status as foreign guests in the country that has given us visas. The Soviet Union has its own laws and the Russian people have their own customs. You may find some of these laws and customs strange, perplexing, or even antipathetic; but we have not organized the Russian Language Study Tours for the purpose of enabling you to flout them. If your patriotic zeal inspires you to prove to the Russians that the "American Way of Life" is better than theirs, then do so not by preaching it on the street corners, but by demonstrating the good citizenship, the respect for law, the courtesy and modesty, the moral and ethical standards, and the intelligent respect for culture, that will represent the best of our American heritage.

Soviet citizens have been warned by their authorities against spies, agents, provocateurs, and speculators coming from abroad in the guise of tourists. If is up to you to demonstrate by your conduct that Soviet citizens do not have to be suspicious of you. You will probably find almost all Soviet citizens reserved at first but quick to respond with great kindness and generosity to your friendliness and courtesy.

Here is some specific advice:

1. Soviet laws against the illegal exchange of currency are strict and the penalties are severe. It is against the law to import or export Soviet rubles. Do not under any circumstances exchange money anywhere except at official exchange offices. You may meet black-marketeers on the street who will try to persuade you to buy rubles from them or to sell articles of clothing to them. Stay away from them. Speculation in either rubles or goods is illegal. You will only endanger yourself and the Study Tour program and discredit your country if you indulge in it. Violations of the Soviet anti-speculation laws are punishable by extreme penalties including the death penalty.

2. Feel free to take your camera with you if you wish--along with all the film you will need for the trip--but use common sense in your picture-taking. The Soviet authorities are much more sensitive than governments in most non-Communist countries about any photographing that might have military significance. It is against the law to photograph all types of military installations and equipment, seaports, railroad junctions, bridges, airports, hydroelectric stations, radio stations, and similar objects of possible military significance; and it is likewise against the law to take photographs from airplanes. Individual Soviet citizens have been know to protest--sometimes vehemently--

if they thought foreigners were deliberately trying to take photographs that would discredit their country, such as photographs of slum areas and rural life. Common courtesy requires that you take no pictures of individuals without first asking their permission. Here is an opportunity to break down the stereotype of the American tourist abroad and to demonstrate that we are not arrogant, crude, and insensitive.

It is not possible to buy American- or European-made film in the Soviet Union. If you are uncertain as to quantity and types of film to take, you may wish to confer with others here in Bloomington. You can puschase all standard films here at discount prices of up to 20 per cent reduction.

3. The customs declaration that you will fill out upon your arrival in the Soviet Union will inform you that "books, periodicals and manuscripts, agricultural plants (fruit, seeds), animals, birds, and raw products of animal origin must be presented for inspection." You will be required to list on this form "articles intended for sale or delivery to third persons." You are strictly forbidden by the Slavic Workshop to take to the Soviet Union any literary or printed materials in Russian other than grammars, dictionaries, and language reference works. Moreover, you are strictly forbidden to take any printed materials in any language that are hostile to or critical of the Soviet Union or Communism. You may want to take a few small articles as gifts for any good friends you may make, but use common sense in your choice.

4. Gifts. Good paperback books; phonograph records; small art books with good colored illustrations; picture postcards, especially of your home town, your college, or scenes familiar to you; photographs of your family, your home, and personal scenes related to your own everyday life--all these are very acceptable. If you happen to be a stamp-collector, take along some of your American duplicates (used only; new stamps may be regarded as a kind of currency). Russians like souvenir pins and badges of all kinds. What not to take: the kind of trinkets that could make the Russians think you consider them natives of some underdeveloped country. In the larger cities you may run into little boys who have already learned to beg for chewing gum in English. Despite the advice you may get from some tourists, our advice is to leave excessive supplies of chewing gum at home. Many, if not most Russians consider gum-chewing offensive.

An Important Notice

This is a full-time and independent program. No participant is allowed to accept any outside work for any individual or organization of any kind, whether for pay or without pay, without securing

permission in writing from the Director of the Slavic Workshop. You have already signed a pledge to this effect. Any infraction of this rule will be considered grounds for immediately dismissing the individual involved from the program. If anyone should approach you with any request that you perform outside work during the course of the program, you must refer him to the Director of the Slavic Workshop, and you are required at the same time to inform the Director of the request. The success and continued existence of this and similar programs of foreign study and scholarly exchange would be seriously jeopardized by infractions of this rule. If you have any questions about it, please communicate with the Director of the Slavic Workshop at once.

The Organization of the Summer Program

More than 350 students have been admitted to the Slavic Workshop this summer at Indiana University. Of this number 30 will be secondary-school teachers of Russian who have been selected for a special summer Russian Language Institute conducted under the provisions of the National Defense Education Act. They will follow the special tour preparation program during the first five weeks and will share living and dining facilities with the rest of the Slavic Workshop. Ninety more members of the Slavic Workshop have been admitted to the Russian Language Study Tours in approximately equal numbers of graduate and undergraduate students. After five weeks of intensive Russian study in the Workshop, these 120 students and their tour leaders will leave together by chartered airplane for the Soviet Union. They will tour the Soviet Union in groups of about 30, each with its own leaders and language instructors.

Release From Liability

Enclosed please find a Release From Liability form which is self-explanatory. Please execute and return it. Note carefully that you should sign under Participant. Two witnesses should sign to the left just under your signature. You are considered a minor if you are not twenty-one before June 21, 1966, and your parents should sign accordingly.

Finances

The Study Tour price of $1550 includes board and room from June 21 to August 28; the cost of tuition throughout this time; the cost of transportation from Bloomington to the Soviet Union, within the Soviet Union, and back to New York City; and the cost of study-related activities for the whole group, such as theater tickets, etc., as determined by the tour leaders.

This price does not include the cost of passports or inoculations,

textbooks (which will cost about $10 for the Indiana phase of the program), or expenses at any point in the program for special food, refreshments, personal items, books, or souvenirs.

The financial arrangements for the NDEA Institute participants cover the same items listed above.

Participants in previous Russian Language Study Tours have reported personal expenses in the Soviet Union ranging from $25 to $100. The tour price actually includes all necessary expenses, but you will probably feel more comfortable if you have some pocket money. Carry it in traveler's checks of small denominations, with a few one-dollar bills in case you need to change only a few rubles near the end of the trip. You cannot have traveler's checks cashed into dollars in the Soviet Union. If, however, you have any rubles left over at the end of your trip, you can receive dollars for them at a currency exchange bank office at the point of departure, provided that you have retained the official financial declaration made at the time of entry and have had recorded on it officially a record of each exchange of money.

Insurance

Indiana University will purchase a $25,000 air-travel life insurance policy payable to your estate covering the air trip from Bloomington to Moscow and back to New York. You will be required to match this policy by purchasing a similar $25,000 air-travel policy to cover the same period or else to offer proof of possessing already a specific air-travel (not ordinary life insurance) policy of at least this amount. Because we are able to purchase this insurance as a group for low premiums, it would cost you less if you wait until arrival on campus and purchase this insurance together as a group. The cost for this has ranged between $5.00 and $15.00 depending on the arrangements we could make.

Admission to Indiana University

Enclosed you will find an application to the College of Arts and Sciences or to the Graduate School, depending on your status as of June 1966: if you already have a Bachelor's degree, or will receive it by June, the Graduate School forms are enclosed. All others should receive the undergraduate forms. Both applications admit the student on Transient status, i.e., for the summer only. Note: If you have been admitted to Indiana University for the academic year 1966-67 on regular status, you need not fill out the Transient application. All Transient forms should be returned as soon as possible to the Slavic Workshop.

Russian Language House

As you know, all students of Russian above the first-year level are

required to live in the Russian Language House. This is in the Willkie Quadrangle located on the west side of Union Street near East Third Street. You can orient yourself on the enclosed map of the Indiana University campus. You should plan to arrive in Bloomington during the day of Monday, June 20 (Overseas NDEA Institute participants should arrive on June 19). The cafeteria in Willkie will be operating beginning with breakfast from 6:30 to 8:00 on Tuesday, June 21 only; Monday it will still be closed. When you arrive on campus, you should go directly to Willkie Quad. A counselor will be available there after 9:00 a.m. on June 19 to help you find your room and get settled.

Beginning Schedule

Sunday, June 19	Overseas NDEA Institute participants should arrive in Bloomington early enough to become settled and familiar with the campus.
Monday, June 20	Students should arrive in Bloomington early enough to become settled and familiar with the campus.
Tuesday, June 21	The first meeting of the entire Slavic Workshop will take place at 8:30 a.m. in Ballantine 013. The faculty will be introduced to you and details of the program will be explained. This is a very important meeting. Preliminary examinations for placement in drill sections will be given throughout the remainder of the day.
Wednesday, June 22	First meeting of all classes. Registration during afternoon free hour according to schedule. Afternoon work in the language laboratory. Begin exclusive use of Russian by all students in the Russian program above the first level.
Friday, June 24	Russian language film at 8:00 p.m. in Ballantine 013.
Saturday, June 25	Regular class meetings. (This will be the only Saturday of classes during the Slavic Workshop.) Russian language film at 8:00 p.m. in Ballantine 013. [There will be folk-singing after dinner regularly throughout the program according to interest.]

Shopping

Bloomington has stores appropriate to its population of 35,000, and Indianapolis, with sizable shopping facilities, is only fifty miles

away. You will be so busy during the five weeks you spend in Bloomington, however, that we advise you to complete most all of your shopping for the tour before you arrive.

Automobiles

As on most university campuses, traffic problems at Indiana University are serious, and you may have considerable difficulty in finding parking space here. If you bring a car, you will have to obtain a student's permit here from the Department of Safety, and, of course, you will be required to obey the campus regulations with regard to cars. Remember that the study tour officially ends in New York City. If you drive to Bloomington and leave your car here, you will have to be responsible for the cost of your transportation from New York back to Bloomington.

The Program in the Soviet Union

Baggage Allowance: 44 pounds per person. You will save much of your allowable weight if you use light-weight luggage rather than ordinary leather bags. Weigh your baggage before you leave for Bloomington (if only on your bathroom scales). Don't guess and don't assume that exceptions will be made.

Clothing: In general, you are strongly advised to take wash-and-wear clothing rather than the ordinary kind that requires ironing. Do not count on any dry-cleaning facilities during your trip.

The experienced traveler travels light. The less encumbered you are with luggage, the more comfortable you will be. Remember that if you choose to take it with you--you will have to carry it yourself.

Dress conservatively in the Soviet Union. Shorts and girls' slacks should be worn only under recreational conditions. Public morals in the Soviet Union are surprisingly puritannical, and girls in particular are advised not to risk either embarrassment or giving offense by taking clothes that might be considered extreme. However, Soviet clothing is becoming increasingly style-conscious, and we are not suggesting that you avoid being stylish in your own choice of clothes.

In general, you will need the kind of clothes you can travel in comfortably, the kind of shoes that you can walk in comfortably, and also the kind of clothes in which you will feel proper when you go to the theater. Be prepared for cool or even chilly days in Moscow and Leningrad.

Suggested clothing list for men

one suit
two pairs of trousers or slacks

three wash-and-wear white dress shirts or two dress shirts and two sport shirts
three sets of wash-and-wear underwear
four pairs of socks
one suit of wash-and-wear pajamas, or two of ordinary material
ties and handkerchiefs
two pairs of shoes, one very comfortable for walking and one that can be worn to the theater, etc.
a sweater
a sport jacket
bathing suit
a raincoat that can also serve as topcoat
hat or cap
toilet articles

Suggested clothing list for women

three everyday dresses or two skirts and three or four blouses (wash-and-wear)
one evening dress suitable for theater or concert
one sweater and scarf
a raincoat and plastic cap
two pairs of comfortable walking shoes
one pair of dress shoes for theater and concerts. (Not really necessary if one pair of your walking shoes is suitable.)
plastic covers for use over shoes in rainy weather
bedroom slippers
housecoat (unless you want to use your raincoat and save weight)
three changes of underwear, nightgown or pajamas
4-6 pairs nylon hose, socks
bathing suit
toilet articles

Sports camp clothing: Participants will live for several days in a Soviet sports camp in the Caucasus Mountains. They should have some kind of fairly rough sports clothes appropriate for outdoor recreation. Shorts and tennis shoes are quite suitable.

Take an adequate supply of soap for your personal use and for washing your clothes for five weeks, with plastic hangers and a flat sink-stopper, which covers any size of hole, so that you can fill your lavatory basin for washing clothes. You will find it handy to have a small retractable clothes line and two hooks on vacuum cups. Towels, soap of sorts, and toilet paper will be furnished by the hotels in which you stay, but you should bring your own wash cloth, and you will find it handy to have a towel of your own, especially if you go swimming. Stock up before you leave at your corner drug store with all the toilet articles you will need for the trip--shampoo, tooth paste, shoe polish, Kaopectate (for stomach upset), Kleenex, sanitary napkins, shaving supplies, a ballpoint pen, camera film, and any vitamins or medicines you may wish to take with you. Don't expect to find a drug store on Soviet corners.

In the past our Study Tour participants have walked about four hours a day. You may want foot powder or corn plasters. A small flashlight (pen-sized) can be handy. So can a small sewing kit. An alarm clock is not necessary, since you can ask the dezhurnaya on your hotel floor to awaken you. The difference in current makes it inadvisable to take many electrical appliances, such as electric razors. If you take a travel iron, it is best to have one that operates on both 110 and 220 volts. A plug adapter to convert American flat prongs to the European round prongs is indispensable.

Packing. The following must be kept in mind both in your preparations before coming to Bloomington and in preparations before leaving Bloomington for Moscow: All baggage will be tagged in Bloomington for Moscow and there will be absolutely no baggage access between Bloomington and Moscow. You should plan to have toilet articles and a change of underwear and stockings in a flight bag which can be taken onto the plane with you (such flight bags can be purchased in Bloomington from the airlines representative). There will be no access to baggage in New York, even for persons who may live in the New York area. No exceptions will be made to this rule!! Items which you may wish to bring to Bloomington but not take to the Soviet Union must be sent home from Bloomington before departure for Moscow (unless made into a very small bundle which you could carry in your hands). Any items which you may wish to take to the Soviet Union but do not want to bring to Bloomington must be sent to you in Bloomington before departure. No person will be allowed to add extra baggage in New York nor will anybody be allowed to carry onto the plane any items added in New York which will not fit into your flight bag.

Reference Books

For the period on campus, you will probably find it useful to bring with you any good grammar with which you are familiar for supplementary individual grammar review as needed. We recommend Smirnitsky's Russian-English Dictionary, Müller's English-Russian Dictionary and Ozhegov's Slovar' Russkogo Yazyka. A Dictionary of Spoken Russian is considered to be very useful and may be the best dictionary to take on the tour. All may be purchased here. The text materials you will need for the period on campus and in the Soviet Union are specially prepared and will be available here only.

Itinerary

I know that you are especially interested in where you will be going in the USSR. It is not possible to give specific details of your itinerary until you have been tested and placed in drill and travel sections according to proficiency. Moreover, we have requested certain changes in our itineraries which have not yet been confirmed. All groups will visit Moscow and Leningrad plus various other cities. We will discuss this in detail when you arrive in Bloomington.

Our departure for the Soviet Union will be on Saturday, July 23. Chartered buses will take the group directly from the Bloomington campus to the Indianapolis airport. From there we will travel by domestic charter flight to John F. Kennedy airport in New York, where we will have a wait of several hours before the departure of our international charter flight direct to Moscow, probably in the early evening. We will leave Moscow, probably by train, on about August 25, and will spend two or three days in Helsinki for testing purposes. Our return charter flight will leave Helsinki on Sunday, August 28. You will be personally responsible for travel arrangements beyond New York City.

Upon previous arrangement it will be possible for individuals to leave the group in Helsinki to return at their own expense. (In the case of minors we must have written permission from parents or legal guardian before a person may leave the group in Helsinki.) There will be no refund for unused space on the return charter flight. It will be possible while in Bloomington to make arrangements for separate return space to the United States or for your individual travel beyond New York City upon return. Any questions which you have concerning return space will be forwarded to the airlines representative, who will then be prepared to answer them when we have our first meeting with him during the first week of the Workshop.

Fall Semester Housing

If you are planning to remain at Indiana University for the fall semester you will be responsible for making all of your own fall housing arrangements through the Halls of Residence, 801 North Jordan. This includes sending a $25 deposit. Application for such housing should be made immediately. Remember also that non-Indiana University students are admitted as special Transient Students. If you plan to continue in the fall semester you must file regular application papers for the College of Arts and Sciences or the Graduate School as appropriate.

Please advise us of any changes in your mailing address or telephone number between now and your arrival in Bloomington.

We look forward to seeing you soon at Indiana University.

Sincerely yours,

Robert L. Baker

Robert L. Baker
Director
Summer Slavic Workshop 1966

RLB/sm

Enclosures